

# THE SCHOOL JOURNAL.

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New York, May 26, 1883.

## THE Scholar's Companion

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Contains a great variety of articles for the young people at school or at home. While other juvenile publications make a loud noise about their wonderful attractions, the COMPANION goes on pursuing the even tenor of its way, maintaining its most enviable name for pleasing and instructing, and growing steadily in favor with young readers everywhere. For May the truly companionable little visitor brings, among other good things, "The First Spring Flowers," "The Birthday of Irving," "Funny Men of America," "A Graceful Talker," "A New York Palace," "Kindness to Animals," "Peter Cooper," (with portrait), "What to Do with Photographs," "Jack Abbott's Breakfast," "The New Explosives," "How an Elephant is Subdued," "The Old Red Mill," (illustrated), "The Story of a Little Hero," "Bessy's Life Rope," "Richard Wagner," "The Spider's Bridge," and "Homer." In addition are the well-conducted departments, "The Letter-Box," "The School-Room," and "The Writing Club." The first page presents a large and entertaining illustration of the children in "Mrs. Barstow's School room." THE SCHOLAR'S COMPANION has won a recognized high place, and the very reasonable subscription price, 50 cents a year, should serve to increase its already extensive circulation.

IN Iowa the teachers are each asked, "How many weeks' Institute would you prefer, two or four?" The reply is invariably, "Four." Why do N. Y. teachers prefer a one week Institute? Are the teachers asked what kind they want?

THE only bills passed by the last Legislature creating a radical change in the school-system of the State of New York, are those recently signed by the Governor, one of which changes the time for the beginning and ending of the school year, making it begin Aug. 21, and close Aug. 20, instead of beginning Oct. 1. and closing Sept. 30. The other removes from the School Commissioner the jurisdiction over cities now under his supervision.

THE pupil has or should have the receptive faculty; by this is meant a desire to acquire information. Suppose he has not this desire, suppose he is indifferent to knowledge, suppose he is in a state of mental stagnation or torpor. The teacher meets such pupils and dreads them; he would rather work for a mere pittance and have willing pupils to work with. But what if the teacher has lost his love of acquiring knowledge; what if he is in a state of mental torpor or mental torpidity. Why, that teacher cannot stimulate the mental activities of others. Yet such persons can crochet!

As last year, so this year. Floods of letters come in asking, "Where can I go to a real Summer Normal School." There is usually added, "I don't want an academy called a normal school." Many of these letters are from graduates of normal schools. One lady it appears went to a normal school, graduated, went to teach, after a year or two went to another normal school, graduated there and began teaching again. After a year or two, she went to another normal school and took lessons (privately) in education. Evidently the normal schools need to arrange for such persons as these; they are now weighed down with the teaching that any first-class academy can give just as well.

STATE Supt. of Schools, Hon. Wm. B. Rugles shows his appreciation of the services of the corps of State Institute Conductors, Professors Johnson, Lantry Kennedy and French by retaining them in office. It would probably be impossible to find four men who would fill these positions so profitably to the teachers. They understand the work not only, but seem specially fitted for it. They are paid only \$40 per week. Prof. De Graff, once an Institute Conductor in the Empire State can get \$100 per week—out of the State. Our advice is to keep them as long as they will work for \$40 a week, but to raise their wages rather than lose them.

THE subject of reading for children is at last attracting attention. The world is full of poor reading for adults; thousands who possess no genius whatever for such a

work have written books. Children learn to read and then are turned out to graze on what they can find, or what they choose for themselves. The creation of a taste for good reading, pointing the features of good reading, somewhat as a man teaches a boy how to pick out a ripe watermelon,—these are neglected. What are good books for children? A few years ago it was thought to be wrong to read such books as the "Arabian Nights." Fiction was condemned—it was thought that all fiction was bad, no matter whether by Hawthorne, Irving or Shakespeare. Now it begins to be accepted that some fiction is beneficial. But what fiction? Some fiction is full of motive, some of cunning, some of passion, some of selfishness. The evil of the human heart if put into fiction is harmful.

NEARLY all of the States will hold a meeting of their Teachers' Association this summer. Plans are now being laid and papers prepared. A great deal of good can be done by these Associations, and is done. But is there the good done that might be done? One of the chief reasons why it is not done is that certain persons come to discharge ideas merely, and these have little practical relevancy to the problems that lie uninvolved in the teacher's mind. Now the great mass of teachers in a State is like an army; there are certain objects that need to be attained; the teachers need to know what those objects are, and to be arranged in order and pressed forward to the attaining of them. To travel one hundred miles and then be set to hear a "paper" on the "kind of school-house the people in the moon have," is a waste of money and patience. Let the associations remember that the teachers come to school—to learn something useful. Let the highest wisdom be displayed in laying out a program. Time and money, health and strength are precious.

### OUR SYSTEM OF SCHOOLS.

A young girl has just graduated from the High School. She is told that she can teach just as well as — of her class, and it is probable that she can. She goes to the examining officer and he says that she is a good scholar, but that she is too young, inexperienced, etc. At once a chorus of yells and groans arises from the family and relatives. "Put him out," is the word, and their anger is not appeased until he is put out. This teaches the examiner a lesson. He is now careful whom he rejects; he proceeds with caution. He ascertains whether the applicant has influence. Fearing opposition he admits the young, inexperienced thing, and she goes into the school-room to waste the time and opportunities of a score of young beings who cannot be children to be experimented upon but once.

And this is the way our excellent school-system is managed! No wonder the hopeful people complain that a screw is loose somewhere! There are loose screws all through the so-called excellent system! The truth is it is not a good system.



For the SCHOOL JOURNAL.

## EDUCATION—LIFE.

The education of the young is not simply ornamentation. It is the narrowest view that can be taken of education to deem it a mere process of bestowing accomplishment, finish, polish and that sort of thing. Let it be understood far and wide that he who entertains such a pinched idea of such a broad and grand subject can never be an effective worker in its interest.

Education is usefulness itself. Its aims and functions are vital in their importance and consequences. Its results are not mere helps to mental enjoyment, pleasure, or pastime, but they are results which enter into the pupil's existence and become a part of his life. A good teacher works upon the pupil's life as a mechanic or manufacturer works upon his crude material; and the physician attending by night and day a critical patient has no more intimate, direct, or immediate dealings with the human life than has the efficient teacher of boys and girls.

Education is the very quintessence of the practical; the man who first made the word knew well the nature of the thing he would express. The leading forth, or developing, of childhood into youth, and of youth into manhood or womanhood, is accompanied by, founded in, fraught with, and inseparable from the idea of use. If it be true that "life is real, life is earnest," it is equally true that education, so identified with life, is just as real and just as earnest.

Pause and think. What does education do for us? The man with the pinched-up view proceeds to reply that it prepares us for a higher social standing, it improves our conversational powers, makes us entertaining to others, qualifies us for official position, and guarantees us an intellectual instead of a commonplace existence among men. Is this true? Yes; but it is only a small portion of the truth. The man with the perfect conception of education then adds: Why, education does more than that,—it has much greater depths, it goes to the very innermost springs of our being, it moulds life as a potter his clay, it is not superfluous, nor gratuitous, nor complementary in its nature, but it is useful, necessary, vital, and indispensable; it is in the widest sense preparatory because it puts into our hands both implements for peace and weapons for conflicts.

If people, and particularly teachers, would banish from their minds the idea that education is essentially superficial or ornamental in its aims, better work could be done. The ornamentation and polishing effects are mere incidental phenomena of the great undercurrent of education proper. Education in its highest form permeates every act and habit of life, is present at every step in business, controls every utterance, and shapes everyone's destiny.

Do not speak of education as an accomplishment of life,—it is rather life itself.

For the SCHOOL JOURNAL.

## REPETITION AND VARIETY.

The teacher's work in the school-room is not necessarily from day to day, or session to session, a work of repetition merely; it may be, on the contrary, enlivened with as much variety as attends any other pursuit—commercial or professional. Though the teacher have substantially, or even exactly, the same lessons to impress on each member of a large class, and on one class after another, there need not be that dreadful monotony accompanying his task which many teachers look upon as the bane of their vocation. The sufferers from monotony will usually prove to be those who stick like glue to the text-book; they work along day by day as though the book did all the thinking, all the suggesting, all the adapting to their particular pupils, all the illustrating,—everything required for teaching except, perhaps, sitting by and listening to the recitation. The new education departs from the text-book and rises to higher and more intelligent methods; the books are not by any means to be discarded,

but they are to be confined to their own share of the work. The greater share is the teacher's, not the book's. The book is in itself, of course, void of variety and always the same,—and a very monotonous thing it may be too, without a good teacher,—but the teacher's labors are never the same; they admit of incalculable variety and have as many forms as truth itself. That teacher who complains of hum-drum monotony is very likely to be guaged by the hearer as one that does not understand his art.

For the SCHOOL JOURNAL.

## THE ART OF TEACHING.

It has required many years to develop the idea that education is a science and an art. Education has two great ends: (1) To develop the faculties of the perfect man; (2) To communicate that sort of knowledge which will be most useful. The science of education is based upon the laws which govern the development of the faculties and powers. The art of education consists in the practice of its principles. In order to be a good teacher a man must (1) be thoroughly acquainted with the various branches of knowledge, and (2) intimately acquainted with the great leading scientific principles of education, (3) have tact and skill in management, (4) fluency of diction, (5) power of illustration.

TEN GREAT FACTS ABOUT MIND.—There are certain facts about mind and its development that must be firmly laid in the mind of the teacher. Let these ten great facts be learned by heart; let them be kept in mind while in the school-room:

1. The faculties follow a law of progressive development.
2. They are cultivated by being properly exercised on appropriate subjects.
3. They are weakened by being over-tasked or by being exercised on inappropriate subjects; they admit of a wrong development.
4. Material objects and the various phenomena of the external world are the subjects upon which the faculties first exercise themselves.
5. Curiosity or the desire for knowledge and the love of the beautiful and the wonderful are the great actuating principles of early childhood. Besides, children like to do things in company with one another.
6. The voluntary faculties, as attention, are influenced by motives. The most natural incentive to attention is the association of pleasure with instruction.
7. Habits are formed by the repetition of the same acts.
8. The habits of attention and concentration are the great mainsprings of intellectual effort.
9. The strength of any faculty and the desire for exercising it are greater according as it has been new or less called into healthful action.
10. All our knowledge is derived from Sensation, Reflection, and Intuition.

Instruction furnishes the mind with material for thought. Teaching is much more than this. Teaching is presenting an object of thought to the mind of the pupil in such a way as to lead him to think and gain knowledge. As teaching is an art it is governed by rules.

TEN RULES OF TEACHING.—These rules should be perfectly learned by the teacher, and kept in mind in all teaching.

1. There must be a distinct purpose fixed upon by the teacher.
2. The subject must be clearly placed before the pupil.
3. The attention of the pupil must be obtained and held.
4. The teacher must progress by a series of well-defined steps.
5. In moving forward he must properly connect the known in the pupils' mind with the unknown out of it.
6. He must proceed from the simple to the complex.
7. He must present things before words.
8. He must proceed from the whole to its parts.
9. He must proceed from fact to law.
10. He must employ variety, to hold the attention, and repetition, to fasten the instruction in the mind.

For the SCHOOL JOURNAL.

## HORACE GRANT.

An English educator who did a great deal of work in his time, and who is not nearly so well known by name as he is by the many excellent principles of primary education which he formulated, was Horace Grant. At the commencement of his career as a teacher he was forcibly impressed with the faults of construction of school-books then in common use, and at once set to work to supersede all such books with his improved methods. The results justified his position fully. The noteworthy principles of teaching which Mr. Grant labored, both practically and with his pen, to enforce, were the following:

"Every lesson must sustain the attention of the learner by its own intrinsic interest."

"There is a variety of temperaments and difference of capacity arising therefrom, which shows itself in the degree and duration of attention. Very young children cannot give attention longer than a few minutes; the power increases with training and growth, but even with other children lessons requiring mental effort should rarely exceed half an hour."

"Overwork is most pernicious; but one thing is worse: forcibly to restrain him from that active employment which his constitution craves: thus imprisoning mind and body."

"Children rarely suffer from overwork, but often from improper work, the smallest quantity of which is pernicious."

"Anything which strains the attention, as rote work of every kind, without employing the faculties, does mischief."

"Not many but much, is a good rule in teaching. Where many things are attempted, there must be brevity, and consequently, poverty."

"The concrete shall precede the abstract."

"The right starting point is with the senses." These data are selected at random from Mr. Grant's writings, but an insight may be had hereby into his great general plan. As an example of his construction of his various text-books a reference may be made to his arithmetic, the avowed plan of which is as follows:

"The first principle upon which arithmetic for young minds is founded is that children should learn to realize the meaning of arithmetic by concrete symbols. They should not only know but see, that two and two make four. The number nine should not only be thought of as produced by the addition of a unit to eight, but should spontaneously call up a vision of nine spots arranged in various diagrams which show its identity with sets of five and four spots, or with three sets of three spots. The mere blank expression is thus translated into a sensible reality, and is much more easily dealt with by the childish understanding. And secondly, the child should be made to understand the more difficult rules by a process resembling that which must have led to their first discovery. Instead of having a magical formula stamped upon his memory, the application of which will, for some mysterious reason, bring out the desired result, his infant powers should be gradually stimulated until the rule presents itself to him as the summary and complete expression of his crude anticipation."

For the SCHOOL JOURNAL.

## ABOUT THE BRAIN.

Whether or not the brain is really capable of performing the duties which scientists usually attribute to it has of late been a foremost topic of discussion among those interested in mind-study. Representatives of the extreme views are H. Charlton Bastian, who believes the mind a mere phenomenon of the brain; and Charles Morris, who considers the mind a substance and thoughts motions in that substance, adhering to the time-honored datum that the mental organism is dependent upon the physical organism only for its development and manifestation and not for its existence. It is a boundless field which opens to the disputants and the thickest volumes on the subject seem to end where they begin. The old idea which obtain-



ed centuries ago that the mind and the brain were, if not identical, at least coexistent and cognate in their relation, would probably have continued in favor unchallenged had not such obvious discrepancy between the two been proved by actual research and demonstration. The most reliable and most directly pertinent facts do not justify a conclusion of exact correlation or even close intimacy between the brain and mind. It is well argued that the two have their primary difference in the very complex arrangement of the brain as opposed to the confessedly single organism of the mind; and it is believed their conditions must consequently be widely different. No common unit for measuring their respective or relative qualities has ever been discovered and the memoranda supplied from the examination of various brains afford only mystifying evidences. Weight being accepted for the lack of something better, as a means of determining comparative brain-value, 50 ounces is fixed as the average of the brains of adult males, the maximum 64 and the minimum about 31. But excellence of mind, instead of following a ratio to the excellence or weight of brain, is shown to disregard it all but entirely. The brain of the political master of the French people, Gambetta, weighed only 39 ounces, while that of a certain bricklayer, fond of politics but who could neither read nor write, was 67. The brain of a murderer, who was executed a few years since, weighed 65, and that of a mulatto who died not long ago in Cincinnati was found to weigh 61, though its owner had ever been considered far from intellectual.

Dr. Bischoff of Bonn, published two or three years ago perhaps the most exhaustive study of the subject ever undertaken. He had examined and weighed the brains of 559 men 347 women. His figures were as follows:

	Highest.	Lowest.	Average.
Male	67.9 oz.	35.9 oz.	48 oz.
Female	55.2 oz.	28.9 oz.	43 oz.

Bischoff weighed the brains of ten cultivated and celebrated men, some of which he found below the average, while none reached the maximum.

But however obscure the connection between the brain and mind it is none the less a certain connection. The mind exists and must have a material substratum or foundation; investigation so far fails to assign any more satisfactory foundation than the brain. The foundation, be it noted, is not literally a foundation, for then the mind would partake of a perishable nature, which the best authorities agree it has not. In this science will not disallow the simile of a great balloon which, at first raised and supported by heavy machinery, on receiving its inflation becomes totally independent of all mechanical assistance.

Early impressions formed by pupils that the brain and mind are one and the same thing are apt to cause endless difficulties in after study. The brain is referred to by most teachers with altogether too great a recklessness; they have nothing to do with the brain,—that organ is its own developer with its own method of teaching. A normal institute all in itself, and doesn't need any help; the faculties of the mind are the teacher's place of labor, not the brain.

For the SCHOOL JOURNAL, FANNY.

I found myself one summer falling into a very listless state of mind. I was not interested in my pupils. I think I must have scolded them a good deal, yet they were pretty good pupils after all. That was a good many years ago, and I have forgotten most of their names. Still one name, yes, and her face and all her acts survive, and will survive until my dying day. I have been told that when a person dies you cannot summon their faces by your remembering powers; that is a mistake, for Fanny Gale has been dead for fifteen years and I can recall her face at any moment.

She came to school, was in the classes, and was so quiet and unobtrusive, that I only knew of her as one of the forty or fifty that perplexed me by coming late, walking heavily, misspelling words

not learning the multiplication tables, writing awkwardly, whispering or wanting to go out into the open air. In those days my school-children were perplexities merely; I bore with them as well as I could. I only wish I never, never looked at them in this light nowadays, for they are fellow-travelers to the great hereafter with me, and I can aid them over many a rough place if I will—and there will be enough rough places for them there.

I noticed that Fanny came late every Monday, Wednesday and Friday mornings, and I scolded her for it; she only shrank from me and looked pale and frightened. The next week she was late and I scolded her sharply and made her stand on the floor; she said not a word but I saw that she felt the disgrace. I was pretty sure that she would not come late again, but she did, and again I placed her on the floor; this time, I saw the other scholars look at me in surprise; they evidently felt a sympathy for Fanny. This made me angry and I scolded all of them and explain the importance of punctuality, still I saw they felt I was wrong in punishing their school mate.

When recess-time arrived, one of the girls came to me and said: "Miss—, Fanny cannot help being late."

"But she shall help it," I said. Then it occurred to me to ask, "why cannot she help it?" "Because her mother is very poor and ill and she takes in washing and Fanny helps her with the washing and ironing, she gets up at three o'clock in the morning so as to get through and come to school."

"Has she a father?"

"Yes, ma'am, but he stays at the tavern most of the time."

After school was dismissed I visited Mrs. Gale. I found her a slender, pale, dignified woman; the yard displayed her work; lines running from post to post were hung with skirts and sheets of snowy whiteness. She looked to me like one who had the fatal "consumption." I went away sad that those two feeble women should have to battle so for a subsistence; neither could live many years; Fanny, now I observed her closely, had a little cough.

As there seemed no way to help the inevitable, like the rest of the village I awaited the result; I saw the display of clean linen on Monday, Wednesday and Friday. I saw the two hurrying with hot irons. I often saw the little girl carrying through the street a heavy basket of clothes. I saw, now and then, a stout red-faced man come out of and stagger through the gate of this house in which to me, one of life's many tragedies was being enacted.

The cold weather set in early that year; in November we had snow and slush; Fanny came to school but her clothes were thin and poor; I noticed that her cough increased. A day came when she was absent; I visited her house; she was sitting by the stove wrapped in a shawl. The mother seemed almost as much an invalid as the daughter.

In a day or two Fanny was in school again, but it was for the forenoon session only. Very irregular attendance followed, then her visits entirely ceased. The scholars reported "she is not well enough to come." I went to the house frequently; Fanny usually sat by the stove, and she sometimes helped with the ironing. One day I found her on her bed; she had her school-books with her, she was trying a "sum" in long division; she had had one of the girls hear her spell and she was happy when she told me that she did not "miss" a single word.

How anxious she was to learn! How few her opportunities! Almost from her cradle she had been her mother's helper at the wash-tub and ironing-table. In her short ten years what an amount of work she had performed! Rising unnaturally early to get time to attend school! One wet and cold forenoon while hearing my geography class bound Mexico, a girl entered and said to me:—

"Mrs. Gale says Fanny has been taken worse and wants to see you."

I explained the matter to the pupils and they promised to keep good order and I hurried away. The doctor and Mrs. Gale sat by the bed side of my pupil that evidently was about to depart. The

father sat behind the stove with a rough hat over his eyes. A slight smile rose on Fanny's face when I entered. She had her third reader clasped to her bosom; a slate with childish figures lay on the bed. I took her hand; the tears ran down my cheeks. She whispered: "I have got my spelling lessons perfect but—" "Never mind, never mind." "But I have learned a beautiful verse out of my reader to say to you." "The Lord is my shepherd I shall not want." "O yes, my dear child," and my tears flowed afresh.

"He leadeth me beside the still waters; He restoreth my soul—and I will dwell in the house of the Lord forever."

Why could I not cease from tears? This dying saint shed none. There was no doubt in her mind but that she was to continue to live. Her anxiety was that she might learn. When she had breathed her last breath I left the house. It had been a school to me, I had learned there the deepest and best lesson I ever knew. What a deep love for knowledge and yet how severely I chided her for not coming more punctually! "Oh! Fanny, Fanny, how many have the opportunity to learn and yet hate instruction! Could they only have witnessed thy devotion!"

For the SCHOOL JOURNAL, INTEREST, ENERGY AND RESULTS.

BY CO. SUPT. CHURCHILL, Waterloo, Iowa.

For over a year I have been endeavoring to awaken a greater interest in the subject of teaching among teachers and people, for it is this lack of interest which is the cause of nearly all the defects of our schools. But it takes a long time to get a great mass to moving, and it is necessary to have all the assistance it is possible to get. It is a fact that the schools that take the least interest, pay the least and are the worst to manage. There have been times when it seemed like going out to a graveyard and calling for an advance, as, in some places, we have tried to awaken an interest, but failure has not been written everywhere, for the most of the worst schools have advanced the wages this spring, and the rest cannot long delay, provided the teachers do their part.

That we may get the people awakened to a greater interest in our work and to understand more of its nature, I want every teacher to do a great deal of visiting among the patrons. Tell your pupils you desire to visit all and get acquainted with them, and make them feel that you mean what you say. Especially, visit the influential, for it is through these that we shall be able to reach the rest. If you fail to get an invitation in this way, find some excuse for going on business, and then make the most of your visit. This is one way we expect you to assist in moving the great mass of people. In regard to primary work, I suggest the following outline for study and recitation:

For Recitation: 1st. Have class pronounce in concert all the words at the head of the lesson till they can pronounce them well. This is to be backward and forward and across the lines. Then each pupil may do the same. 2d. Pupils are to read the lesson. Let nearly half this be in concert work. 3d. Teacher to spell thirty or forty words rapidly, and pupils pronounce the words after her in concert and individually. This is to teach them to pronounce for themselves. 4th. Teacher to pronounce the same words and pupils to spell them. 5th. If the next lesson is to be in advance, the teacher is to pronounce all the words at the head of the lesson and pupils to pronounce after. This is to be done rapidly two or three times, so the pupils can pronounce them at their seats that the teacher need not be called upon to pronounce words while a class is reciting. All this should take but a short time if pupils work rapidly and are not too far over in the book.

For Study: Insist that pupils shall read words at head of lesson five or six times before they read the lesson itself. 2d. Read lesson three or four times. 3d. Copy in print or script enough to keep them busy for ten or twenty minutes. 4th. Dismiss for play. These directions are for pupils in 1st and 2d grade. Teach them to write in script from the first day they come to school.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## LESSONS IN NUMBERS.

## RATIO.

John, here is a measure twenty-four inches long; cut from this stick a piece two inches long; now compare the stick and the measure. How many times longer is the measure than the stick? *Twelve*. Now cut off one three inches long and compare that with the measure. How many times longer is the measure than the stick? *Eight*. To avoid the long phrase "many times longer," we use the one word, *ratio*. This is the way: John, cut off four inches from the stick; compare it with the measure, instead of asking how many times longer the measure is than the stick, I ask what is the ratio of the stick to the measure? *Six*. Again, how do you find the ratio? *By dividing*. Yes, but let us be more definite: we use for a divisor that which the question is about; thus I cut off six inches of the stick and the question is what is the ratio of that to the measure, so that is the divisor; that it is compared with is the dividend.

When you see an expression like this, a question in it (teacher writes  $2 \div 4$ ), it means how many times greater is 4 than 2? *Twice*. What is the question? (Writes  $3 \div 9$ ). How many times greater is 9 than 3. *Answer: Three times*. (Writes  $6 \div 24$ ). What question now? 24 is how many times 6? *Answer: Four*. When we have two numbers with the sign of division placed between them, we divide the second by the first and then the quotient shows the relation. But instead of using the long phrase, "how many times" is 2 in 4. I read it what is the relation of 2 to 4, or rather I read it what is the *ratio* of 2 to 4. When I place the sign of division thus  $2 \div 4$ , I read "what is the ratio of 2 to 4?" Read this arithmetical sentence:  $3 \div 6$ ? And this:  $3 \div 15$ ?  $3 \div 18$ ?  $3 \div 21$ ?

Again I will give you the first term and the ratio and you may tell me the second term (Ratio 5)  $6 \div$ ;  $7 \div$ ;  $8 \div$ ;  $9 \div$ ; (Ratio 2)  $3 \div$ ;  $4 \div$ ;  $5 \div$ ;  $6 \div$ ; (Ratio 24)  $4 \div$ ;  $5 \div$ ;  $6 \div$ ;  $7 \div$ .

Now I give the ratio, and the second term and you may find the first term (Ratio 2),  $\div 6$ ;  $\div 8$ ;  $\div 12$ ;  $\div 16$ ;  $\div 18$ ;  $\div 24$ ; (Ratio 3)  $\div 12$ ;  $\div 15$ ;  $\div 18$ . Again,  $3 \div 9$ ; ratio? *Three*. And  $4 \div 12$ , ratio? *Three*. Now note. There are two expressions with *equal ratios*: Here they are:  $3 \div 9 = 4 \div 12$ . When we have such a state of things and we often do, the first and last ones are called *extremes*, and the two center ones, *means*. Note this. Which are the extremes and which means in this  $4 \div 12 = 9 \div 27$ ;  $4 \div 8 = 5 \div 10$ . I multiply the extremes (a small and a large) and get 40; then I multiply the means (a large and a small) and get 40; I see that the *product of the extremes equals the product of the means*. What other ratio is equal to this  $4 \div 8$ ? ( $5 \div 10$ ). To this  $6 \div 12$ ? To this  $7 \div 14$ ? To this  $8 \div 16$ ? To this  $5 \div 25$ ? To this  $8 \div 48$ ? I will give you a ratio and you may give me an equal to it  $5 \div 15$ —(scholars give  $6 \div 18$ ). Is the product of the means equal the product of the extremes? Try it. When two equal ratios are thus put together we call it a proportion. Is this a proportion,  $5 \div 10 = 6 \div 12$ . Why? What is true of it?  $6 \div 18 = 7 \div 21$ . Is this a proportion? Why what is true of it? And this?  $7 \div 28 = 8 \div 32$ ; and this?  $9 \div 45 = 11 \div 55$ ; and this?  $12 \div 14 = 11 \div 28$ .

Take this proportion  $3 \div 6 = 5 \div 10$ ; suppose I erase the six, could you find it again? Let us try  $4 \div \div 24$ . What is the second term? (Give ten examples). Suppose the third ten is missing can you find it?  $6 \div 24 = \div 64$ . (Give ten or more examples). Suppose the fourth ten is wanting,  $1 \div 64 = \div \div$ . (Give several explanations). Again suppose the first ten is wanting,  $\div \div 84 = 9 \div 63$ . (Give several examples.)

I will give you another ratio,  $3 \div 2$ . This means 2 divided by 3 and we get  $\frac{2}{3}$ . Some ratios are whole numbers and some are fractional. What is this  $3 \div 4$ ? And this  $4 \div 3$ ? And this  $5 \div 3$ ? And this  $6 \div 7$ ? And this  $7 \div 8$ ? And this  $9 \div 2$ ?

John has 2 slate pencils and James has 12; what is the ratio or relation? That is, how many times

more has James than John? Mary has 3 pins and Jane has 18 pins, let this be put into proportion if possible. John's slate pencils have the same ratio to James' as Mary's pins have to Jane's; that is  $2 \div 12 = 3 \div 18$ . Is that correct? Give me for tomorrow ten such examples, first in words, then in figures.

For the SCHOOL JOURNAL.

## LESSONS IN GEOGRAPHY.

The pupil should be well acquainted with his immediate neighborhood. S. R. Morse, County Supt., of Atlantic County, N. J., requires a special study of the county. He has himself drawn and furnished a map to each school: it is about two feet square; the rivers, villages, etc., are all drawn on it. The roads, railroads, factories, school-houses, etc., are all designated, the boundaries separating the townships are all marked with red lines.

Such a map should be constructed by each pupil—except the very youngest. They should know what are the productions, the minerals, the occupations, the populations, etc., of their own county. They should be able to draw the map and locate the villages and school-houses. Nor would it be out of place for the older pupils to learn the cost of the machinery of the county government—how much was paid to the sheriff, the jailer, the judges, the constables, etc. How much was expended for schools, how much for liquors, how much for churches, etc? The value of land, the production of wheat, corn, etc?

While the pupil might know less about Kamschatka he would not be so ignorant of what was under his own nose.

For the SCHOOL JOURNAL.

## LESSONS IN NUMBERS.

## THE COMPOSITION OF PRODUCTS.

[These lessons are to draw the attention of the pupils to the composition of products; the pupils do the work of multiplying, but give little attention in the process. To comprehend square root the composition of numbers must be understood.]

Standing at the blackboard, the teacher begins:—I will multiply 11 by 11.

11	12	13
11	12	13
1	4	9
10	20	30
10	20	30
100	100	100
121	144	169

How many steps? Let us see: First, I multiplied the 1 unit by the 1 unit. Second, I multiplied the 1 ten by the 1 unit. Third, I multiplied the 1 unit by the 1 ten. Fourth, I multiplied the one ten by the one ten. Lastly, I added—but never mind the addition. There were four steps in multiplying 11 by 11. Is it the same when I multiply 12 by 12? What is the first step? *Multiplying 2 units by 2 units*. The second? *Multiplying 1 ten by 2 units*. The third? *Multiplying 2 units by 1 ten*. The fourth? *Multiplying 1 ten by 1 ten*. Let us try 13. The first step? *Multiplying 3 units by 3 units*. The second? *Multiplying 1 ten by 3 units*. The third? *Multiplying 3 units by 1 ten*. The fourth? *Multiplying 1 ten by 1 ten*.

The pupils analyze until they are familiar with the steps and see the composition of the product. I will arrange the partial products in columns. I will multiply 14 by 14.

1st step	2nd step	3rd step	4th step
hundreds.	tens.	units	
100	40	16	
100 +	80 +	16	—196.

(In a similar way 15, 16, 17, etc., are multiplied).

Let us look at the product of 14 by 14. Of how many partial products is it composed? *Four*. What is the first? *Units by Units*. What of the factors? *They are equal*. Take the next partial product. *It is composed of the tens by units*. Are the factors equal? *No, sir*. Take the next. *Units by tens*. Are the factors equal? *No, sir*. Take the next partial product; are the factors equal? *They are*. (In a similar way the make-up

of the partial products is considered in multiplying 16 by 16, 17 by 17, etc.)

Let us review: Tell me what we have found. Begin at the beginning. *There are four steps in multiplying such numbers as 11 by 11, 12 by 12. The first is, etc., etc.* Take up the products. *The final product is composed of four partial products; the first is, etc., etc.*

Let us look more carefully at the product of 14 by 14. There are more things to see. When I multiply 4 by 4, what of the factors? *They are equal*. When I multiply the tens by units? *Unequal*. When I multiply units by tens? *Unequal*. When I multiply the tens by tens? *Equal*. Very well. Now in 196 there are two numbers composed of equal factors—such numbers are called square numbers. What are the square numbers in 196? 100 and 16. Multiply 15 by 15 and tell me the square numbers. 100 and 25. (Give enough exercises to make this plain).

In multiplying 14 by 14 I got 196. I will take out from that the first square number 100. What is left? Let us look carefully. Here is the product:

14
14
—
16
40
40
100
—
196

or, I may write it thus:  $100 + 40 + 16$

If I take away 100 what is left? Do not give me the numbers; give me a description. *The units by the tens, the tens by the units, and the units by the units*. Very good. Is the units by the tens equal to the tens by the units? *Yes, sir*. Then what can you say to sweep the two forties together? *Twice the units by the tens, or, twice the tens by the units*. Very good, indeed; then when I take away the tens by the tens I shall have left, "twice the units by the tens and the units by the units." Suppose I take away twice the units by the tens, what is left? *The units by the units*.

For the SCHOOL JOURNAL.

## FACTS CONCERNING AIR.

We need air constantly, both to nourish us and to keep us cool.

Every breath we exhale carries off a certain amount of animal heat, carbonic acid, vapor, and traces of other substances.

The mind cannot do its work in a closed up, oppressive school-room with no ventilation.

About 1,000 cubic feet of pure fresh air hourly is absolutely demanded by every adult.

The air is purest in the open country, by the sea, or in the forest.

The weight of the air on a human being of average size amounts to 14 tons, or 15 pounds to the square inch.

The impurities of the air are gaseous or solid: the gaseous being carbonic acid, carbonic oxide, ammonia, and such other substances as come from animal and vegetable decay, the solid being smoke, dust, dirt, the pollen of flowers, wood, cotton, silk, tobacco fumes, and countless other substances.

Nature's method of purifying the air is by rain, wind and sunshine.

Ventilation is needed to remove from our dwellings or school-rooms the products of respiration, cutaneous exhalation, the combustion of fires and lights, and the effluvia from the sick-room, the vapors from the kitchen, etc., by a stream of pure air.

Draughts are believed to be dangerous. We can endure a million gallons of air hourly during a high wind if it is not too cold, and we are out of doors at work; but the strongest man cannot endure 1,000 gallons an hour of cold air blowing on him when sitting still. A draught is a current of air moving at a rate perceptible to our senses and blown only on one part of the body.

To supply 3,000 feet of pure air to each individual per hour is the secret of ventilation. Some people require twice that.



Air once inhaled is unfit to be breathed again until again purified.

In schools the allowance of fresh air per hour for each pupil is not more than 1,000 cubic feet, during winter. It ought to be 2,000 feet per hour.

Children deprived of a full supply of air at school soon become uneasy, restless, and cease to learn. Their power of attention becomes weakened, their memory is debilitated. Pure air changes it all; lessons are then learned and progress made. A child will learn more in one hour in pure air than in six hours where the air is impure.

#### THINGS TO TELL THE SCHOLARS.

**FOURTH CENTURY COINS.**—Near Rochester, in England, some workmen were digging up the roots of a tree a short distance from Cobham Hall when they came upon a large earthenware jar in which were Roman coins, which are of bronze and number between 800 and 900. The most of them bear the date of the fourth century, or 100 years before the Romans left Britain, and are chiefly of the reign of Constantine, Constans, and Constantius. Many of them bear the labarum, the first emblems of Christianity adopted by the Emperors.

**GOLD IN EGYPT.**—For many years past it has been believed that large sums of gold are lying hid in Egypt. It is calculated that about \$200,000,000 in bullion has from time to time been imported into the country. About \$30,000,000 of this is in circulation, and it has recently transpired that during the Vice royalty of Ismail Pasha, another \$30,000,000 was secretly transported to Constantinople. This leaves \$140,000,000 unaccounted for, and this sum must either have been absorbed in the gold ornaments of the country or must be hidden away.

**AN OSTRICH FARM.**—An ostrich farm exists in Egypt near Cairo. It extends from what is known as the Virgin's tree to the desert, and comprises several acres of land surrounded by high mud walls. Of this farm the greater part is desert, the loose, pebbly sand being necessary to the health and efficiency of the ostrich. About 120 birds are at present living on the farm. Fifteen of them are female and twelve are male adults, all the others are above one year's age, though not yet old enough to lay. Twelve of the adults are now laying and three are engaged in hatching.

**ONE POOR BOY'S SUCCESS.**—The late Dr. Paul A. Chadbourne entered Williams College, possessing only a small sum of money, expecting to earn more to pay his expenses while in college. He soon found that he was somewhat more advanced in his studies than the other Freshmen, and thought that he might possibly enter the Sophomore Class, thereby saving himself the expense of one college year. He called on the President, told his story, and asked to be examined for the Sophomore Class. After the examination he was told that he might enter it, but he would have to study hard, and must be contented with the certainty of graduating without honors. He entered the class; but the sequel did not justify the President's prediction. Mr. Chadbourne graduated valedictorian.

**HOW DEEP THE OCEAN IS.**—A government steamer has recently returned from a cruise of two months devoted to soundings between Bermuda and the Lesser Antilles.

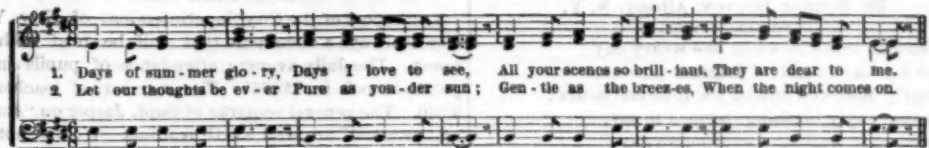
On the 19th of January, in latitude 19 deg. 41 min. north, longitude 66 deg. 24 min. west, about 105 miles northwest from St. Thomas, the lead did not touch bottom until 4,561 fathoms of line had been paid out. The greatest depth heretofore found in the Atlantic has been 3,862 fathoms. The location of this sounding was close to that of the present one, and was made by the "Challenger," which, sent out by the Royal Society of England, made soundings in the Atlantic between the years 1872 and 1876.

The deepest sounding made during the trip—and the deepest ever made in the Atlantic Ocean—was seventy-five miles north of San Juan, Porto Rico.

As a fathom is six feet, 4,561 fathoms would be 27,366 feet, or more than five and a fifth miles! That is the greatest known depth of the ocean.

#### DAYS OF SUMMER GLORY.

WEEB.



1. Days of summer glory, Days I love to see, All your scenes so brilliant, They are dear to me.  
2. Let our thoughts be ever Pure as yonder sun; Gentle as the breeze, When the night comes on.



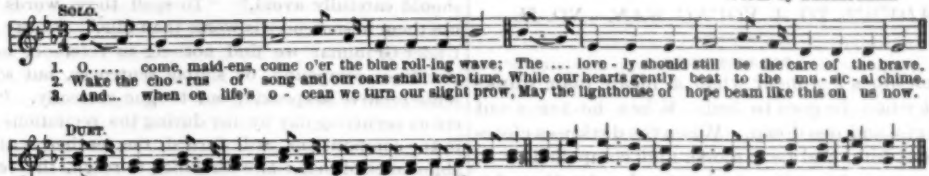
La la la, la la la, la la la, la, la la la la la la

3 Meadows, fields and mountains,  
Clothed in shining green;  
Little rippling fountains,  
Through the willows seen.

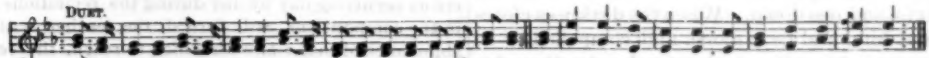
4 Birds that sweetly warble  
All the summer days;  
All things speak in music  
Their Creator's praise.

#### O, COME, MAIDENS, COME.

Words by SHAKESPEARE.



1. O... come, maidens, come o'er the blue rolling wave; The ... love-ly should still be the care of the brave.  
2. Wake the chorus of song and our oars shall keep time, While our hearts gently beat to the music-al chime.  
3. And... when on life's ocean we turn our slight prow, May the lighthouse of hope beam like this on us now.



1. Trance-dil-lo, trance-dil-lo, tran-ca-dil-lo, dil-lo, dil-lo, dil-lo, With moonlight and starlight we'll bound o'er the billow.  
Bright billow, gay billow, bright billow, billow, billow, billow, With moonlight and starlight we'll bound o'er the billow.  
2. Trance-dil-lo, trance-dil-lo, tran-ca-dil-lo, dil-lo, dil-lo, dil-lo, With oar-beat and heart-beat we'll bound o'er the billow.  
Bright billow, gay billow, bright billow, billow, billow, billow, With oar-beat and heart-beat we'll bound o'er the billow.  
3. Life's billow, frail billow, the billow, billow, billow, billow, With hope-light, the true light, we'll bound o'er life's billow.  
Life's billow, frail billow, billow, billow, the billow, billow, With hope-light, the true light, we'll bound o'er life's billow.

For the SCHOOL JOURNAL.

#### QUESTIONS.

##### THE PRIMARY CLASS.

Of what use are our fingers?  
Could we do without them?  
Of what use is a thermometer?  
What is a weather-vane for?  
What are domestic animals?  
What is the difference between a city and a village?  
Make a sentence containing the word "horse," and let it have ten words in it.  
What month is this?  
What day of the month?  
What season is it?  
What is the time of the day?  
What is used for fuel?  
Does cloth grow?  
Of what is flannel made?  
What is a retail store?  
What is a wholesale store?  
Where does ivory come from?

#### SINGING IN SCHOOLS.

Theodore Thomas indorses, in the June CENTURY, William Tomlins, who says in part:

"It is very far from the truth, that the ability has become general to sing accurately by note any but the simplest music, even among the more musical of the students of these schools. It is equally doubtful whether the wider dissemination of musical taste is to any considerable extent related to the public school instruction in music.

"There is, however, a more serious question which deserves to be considered. It is, whether the exercise of singing as commonly conducted in the public schools is not positively harmful to the voice and destructive to future ability to sing artistically.

"Briefly mentioned, the faults of current instruction are these: Everything is sacrificed to a knowledge of musical notation. The voice is developed only in respect to power, and this, unfortunately, in a way which must be entirely undone whenever the study of artistic singing is begun. Instead of soft, pleasant, expressive voices, one hears in school almost universally a hard, shouty tone, unsympathetic and inexpressive. This tone is produced by an improper action of the throat which absolutely prevents the production of an emotional tone. In this way is formed a bad habit which must be entirely undone before expression can be acquired. Singing thus conducted is not even a healthful exercise, for it engenders vocal habits which react unfavorably upon the throat.

"Nor do the musical text-books exhibit a real progressiveness toward higher and nobler ideas. How far this is the case will appear as soon as we compare the singing-books with the ordinary school readers. In the latter the child begins with easy words and very simple thoughts. From this he is led to longer words, more involved sentences, and more mature ideas. The progress does not stop short of Shakspeare and Milton. Instead of such a progressive course in music, the pupil is held to the lower grade. Even where the difficulties of music reading are gradually increased, the musical ideas are not correspondingly raised.

"All of these short-comings finally reduce themselves to two, namely: Ignorance of or indifference to the physiological relation between singing and the vocal organs; and second, apathy with regard to all kinds of musical relations beyond the simplest and most obvious."

#### NOTEWORTHY EVENTS.

May 15.—A treaty of peace was signed and confirmed between Chili and Peru.—The Pope of Rome in a circular to the Irish bishops, condemned the Parnell movement.—The general advance of the Cree Indians into Montana was stopped by General Ruger in the Northwest Territory.

May 16.—The city of Samarain Russia was visited with a conflagration which destroyed nearly the entire city.—The Cuban Government decided to establish a consulate in Chicago to protect the subjects of the Celestial Empire.—A tornado caused great destruction in Denison, Texas.

May 17.—A mob attacked the Chinese of Victoria, B. C., in the night time, and set fire to their homes.

May 18.—The civil conflict between the blacks and mulattoes in Hayti assumed grave importance.—The steamer Granite State, of the Hartford and New York Transportation Co., was burned near Goodspeed with a loss of many lives.—A cyclone struck Racine Wis., sweeping entirely away about forty houses.

May 19.—General Crook was reported to have sustained disastrous reverses in the Sierra Madres.—The London and Northwestern Railway bought 290,000 acres of land in Arkansas, and a London stock company bought 1,800,000 acres of Texas grazing land.

May 20.—The Czar and Czarina arrived in Moscow, as the first step in the coronation.—The Senate of Madrid provided for trial by jury, being the first introduction of that system in Spain.—Great forest fires raged in New Hampshire and Vermont.—Deadwood, Dakota, was partially washed away by a flood.

May 21.—The Marquis of Lansdowne was appointed Governor-General of Canada, as the successor of the Marquis of Lorne.—A terrific gale swept over Lake Michigan, causing untold destruction of life and property.—The President appointed Walter Evan of Kentucky, Commissioner of Internal Revenue.—There was a twelve inch snow-fall throughout Ohio.

It is no man's business whether he has genius or not; work he must, whatever he is, but quietly and steadily; and the natural and unforced results of such work will be always the thing God meant him to do, and will be his best. No agonies or heart-rendings will enable him to do any better. If he is a great man they will be great things, but always, if thus peacefully done, good and right; always, if restlessly and ambitiously done, false, hollow and despicable.—RUSKIN.



For the SCHOOL JOURNAL.

## ON A GIFT OF FLOWERS.

BY EUGENE BOUTON, Albany, N. Y.

FOR RECITATION.

Like sudden sunshine came one weary day  
 Into my hand a gift of fragrant flowers,  
 Sweetly bestowed amidst the toilsome hours:  
 Roses that coyly blushing, seemed to say,  
 "We come to smile thy weariness away."  
 Geranium leaves that beckoning unto bowers  
 Of bliss said, "Here recruit thy powers  
 'In peace;" and heliotrope whose eyes of gray,  
 The while it kissed the half-embarrassed air,  
 Spoke of delights that words may not express,  
 And all the after-day knew naught of care,  
 Save one sweet wish to love, and cheer, and bliss:  
 Methought my prayers that night some swifter flew.  
 And entering heaven, let half the glory through.

## ADVICE TO A YOUNG MAN.—NO. II.

FOR RECITATION.

Sometimes I wonder what a mean man thinks about when he goes to bed. When he turns out the light and lies down. When the darkness closes in about him, and he is alone, and compelled to be honest with himself. And not a bright thought, not a generous impulse, not a manly act, not a word of blessing, not a grateful look comes to bless him again. Not a penny dropped into the outstretched palm of poverty, nor the balm of a loving word dropped into an aching heart; no sunbeam of encouragement cast upon a struggling life: no strong right hand of fellowship reached out to help some fallen man to his feet—when none of these things come to him as the "God bless you" of the departed day, how he must hate himself! How he must try to roll away from himself and sleep on the other side of the bed. When the only victory he can think of is some mean victory in which he has wronged a neighbor. No wonder he always sneers when he tries to smile. How pure and fair and good all the rest of the world must look to him, and how cheerless and dusty and dreary must his own path appear. Why even one lone, isolated act of meanness is enough to scatter cracker crumbs in the bed of the average, ordinary man, and what must be the feelings of a man whose whole life is given up to mean acts? When there is so much suffering and heartache and misery in the world, anyhow, why should you add one pound of wickedness or sadness to the general burdens? Don't be mean, my boy. Suffer injustice a thousand times rather than commit it once.—*Burlington Hawkeye.*

## GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

WHAT men want is not talent, but purpose.—**BULWER.**

NATURE is the master of talent; genius is the master of nature.—**HOLLAND.**

GOVERN your thoughts when alone, and your tongue when in company.—**THOMAS A. KEMPIS.**

ERRORS, like straws, upon the surface flow,  
 He who would search for pearls must dive below.

—**ADDISON.**

SOME folks' tongues are like the clocks as run on strikin', not to tell you the time o' the day, but because there's summat wrong i' their own inside.—**GEORGE ELIOT.**

I would not enter on my list of friends,  
 Though graced with polished manners and fine sense,  
 Yet wanting sensibility, the man  
 Who needlessly sets foot upon a worm.—**COWPER.**

No way has been found for making heroism easy, even for the scholar. Labor—iron labor—is for him. The world was created as an audience for him; the atoms of which it is made are opportunities.—**EMERSON.**

TRUE politeness depends on no rules written or spoken. The savage whose heart is filled with good-will exhibits more genuine courtesy than the most etiquetrical "kidded and curled darling" of the marble metropolis.

## EDUCATIONAL NOTES

## NEW YORK CITY.

THE report of the City Superintendent of New York City is always a document that will be read with interest. The daily average attendance of pupils in the public schools is 125,661. The number of teachers is 3,340. The general remarks of Supt. Jasper on "studies and progress" are well worth reading. We do not remember any report that seems to compress so much in a small space; judicious ideas are found. The subject of Spelling stands about as in past years; we had hoped the waste of time on Spelling in this city was about over. We approve of the Boston method in this respect, though in most matters we believe that we teach more efficiently here, than there. We hold most emphatically that Spelling exists not of and for itself. As to the use of words we find these golden words—"words which the pupil may never use the teacher should carefully avoid." "To spell these words and use them in sentences is worse than idle." So say we. Under Grammar we find nothing in reference to declarative, compound, or simple sentences, but sound sense relative to speaking our tongue correctly. "The errors occurring day by day during the recitations and in the compositions, will furnish the teacher with an abundance of material with which to reach, the teaching of grammar anything but a teaching of obstructions." These are to be put in a book and a spirited oral exercise given upon them from time to time.

We find no reference to the subject of education by means of occupation—an important subject. One reference is made to the "new education;" it is a good sign to admit its existence, some of the "new education" ideas are found in this report. Supt. Jasper has made an excellent report. We take exception to the statement in the last sentence on the next-to-the-last paragraph pertaining to object lessons. Omit the word "valuable" and it would be more accurate.

Of object lessons and oral instruction, he says:—"The chief purpose of object lessons being to secure a systematic development of those faculties by means of which the child must acquire his knowledge, therefore, the manner of giving the lessons is of much greater importance than the topics chosen for them. The objects suitable for these lessons are innumerable, and an abundance of them are within the reach of every teacher. The good judgment, or lack of it, as shown by the collections made, and the skill with which the chosen objects are used in the exercise of the pupil's several senses, and the habits of observation developed thereby, determine whether the teacher's work is of the right character. Hence mere information about the objects, given by the teacher and memorized by the pupils, does not comply with the purposes of the required instruction in relation to this subject."

"The pupils must be trained to perceive different qualities and other characteristics of objects, by the use of their own senses in seeing, hearing, feeling, and so forth, before they can properly be required to remember facts about them. If the teacher conduct these lessons in a manner that does not secure a proper training of the child's perceptive powers, the teaching will not accomplish the real purpose of object lessons."

"It was assumed—and some teachers would still seem to be of the opinion—that these lessons were chiefly intended to give valuable and interesting knowledge of what were known as 'Common Things.' If the pupil, by means of frequent drill and concert repetitions in the exact words of the teacher of set answers to a fixed set of questions, could promptly and correctly recite what he had thus been taught, and especially if he showed that he understood what he recited, then, in the opinion of such teachers, all that was worth doing was accomplished. It is hardly necessary to add that such a course of proceeding can in no way be commended."

"By the revised course of study just adopted by the Board, these 'Oral Lessons' are appropriately classified under their proper head as a part of the language lessons. They are oral, because they are to be given without books either in print or in manuscript; they are on objects, for the purpose of developing the pupil's perceptive, conceptive and reflective powers; and are called language lessons, because their leading purpose is to train the pupil to express in his own words what he thinks and what he has learned of the objects considered."

"When all this has been done, first, by the teacher's skill in giving a conversational lesson on the object; secondly, by rapid informal questioning to ascertain to what extent the proper impression has been made

and the statements understood; and thirdly, by the attempt of the pupil to state orally or in writing, in his own language, however crudely, so much of the lesson as he can recall, then, expecting the final correction of spelling and expression, the 'oral lesson' or 'language lesson' has been given. This is, in substance, the most valuable part of what is now known as the 'new education,' and has met the unqualified approval of leading educators throughout the civilized world."

"When properly presented these lessons arouse in the young mind a permanent desire for a better acquaintance with the delightful and profitable fields of knowledge to which such instruction should lead. Not the natural and physical sciences, but an introduction to them is the most that can be attempted in our grammar schools; and this, it is believed, is properly done in the prescribed oral lesson—not in zoology, botany, mineralogy and natural philosophy—but on no 'simple facts relating to animals, plants, minerals, the human body, air, light, heat, sound,' and so forth."

Supt. Jasper recommends map drawing—that is a rapid sketching on black-board or slate. He refers with disapproval of learning disconnected facts.

VACATION SCHOOL OF PHYSICAL CULTURE.—Mr. J. Frank Wright, principal of G. S. No. 7, and Mr. Edgar D. Shimer, of G. S. No. 20, New York City, have established a summer school for mental and physical culture, at Frenchman's Island, N. Y. The place is one of the most healthful in the State, it is situated 300 miles from New York and twelve from Syracuse. Messrs. Wright and Shimer will take entire charge of pupils during the summer vacation, boarding them at the same hotel with themselves and their families. They will give their instruction in the open air or in tents; particular attention being given to physical culture by means of athletic and aquatic sports. Special effort will also be directed to the development of mental power, by encouraging observation and a spirit of inquiry, with the view of an orderly presentation of results in composition and correspondence. Pupils will be taught practically and thoroughly, in time of play as well as in hours of study, to speak the English language correctly. Constant endeavor will be made to render every exercise a pleasure rather than a task, and the object kept in view will be to secure a "sound mind in a sound body."

Henry G. Hanchett has been invited again to address the Music Teachers' National Association at their meeting, July 4, 5 and 6, to be held in Providence, R. I. The repetition of the first invitation shows that Mr. Hanchett's lecture was highly appreciated.

## ELSEWHERE.

THE DETROIT TRAINING SCHOOL holds its annual prize recitations, May 23. The prizes are three gold medals of equal value.

WASHINGTON, D. C.—The first commencement of the Garfield Kindergarten Training School, took place May 18, 1883, and there were five graduates. Essays were read and an address given by Hon. John Eaton.

VERMONT.—Arunah Huntington, an eccentric Canadian, left \$300,000 to be divided between the public schools of Vermont. Each district will receive about \$10, which will be of little service in advancing the cause of education.

BUFFALO.—The schools of Buffalo have used the same text-books for twenty years. There is a prospect that a change will be made. Too frequent changes are a nuisance and a detriment to the schools, but this is carrying the opposite practice to an extreme.

IOWA.—The fifth annual contest of the state High School Association was held in Cedar Rapids last week. Hon. Emory A. Storrs has accepted an invitation to deliver the University oration at the coming commencement of the State University in June.

NEW JERSEY.—The late Legislature of New Jersey passed an act entitled, "An act to prohibit the sale of cigarettes or tobacco in any of its forms to minors." The act has been approved, and it is now an offence to sell tobacco in any form to a boy or girl under sixteen years of age, punishable by a fine of twenty dollars.

NORTH CAROLINA.—The next session of the University Normal School will be held at Charlotte, commencing June 21 and closing July 25. State Supt. Newell, of Maryland is to be the superintendent. The ensuing meeting of State Association of Superintendents, to be held at Chapel Hill, July 4, is much talked of.

KENTUCKY.—A school of Pharmacy for women, said to be the only institution of the kind in the country, has been organized in Louisville, under conditions which are thought to be favorable to its success. The



prospectus dwells on the peculiar qualifications of women for the work of the apothecary shop and its peculiar attractions for her.

**MISSOURI.**—Permit a stranger to thank you for the great good your paper does her. Though I have received only four copies of the INSTITUTE, I know I am already a better teacher than I could ever have been without it. I think a few INSTITUTES and JOURNALS would help wonderfully to right matters. If we only could induce the people to take them.

**RHODE ISLAND.**—The new compulsory education law of Rhode Island requires that every child between the ages of seven and fifteen years shall have sixteen weeks of school each year. No child under twelve is to be allowed to work in any factory, and no one under fourteen who cannot write his name, age, and residence, or read some part of the state constitution.

**MINNESOTA.**—The graded schools of St. Paul are just now in a very overcrowded condition. In half the schools it is necessary in the lower of primary grades to hold double school, that is, teach half the pupils in the morning and the other half in the afternoon. From two of the schools it has been necessary to turn away by scores applicants for admission.

**IOWA.**—County Supt. Mathews has sent us some of the reports sent him by his teachers. By these a very accurate idea is obtained of the teachers' work. It gives the number of pupils, the readers, etc., used, number of visits by parents, etc., etc. The teachers are asked what sort of an institute they wish to attend, a long term or a short term. They always say a four weeks institute.

**ILLINOIS.**—The Northern Illinois Teachers' Association held a meeting at Elgin, on May 5, and had a good attendance. The chief addresses were by Col. H. C. Forbes, of Polo, and Col. F. W. Parker, the former speaking on "Inertia," and the latter on "What immediate steps shall be taken to adapt our school work to the demands of the times?" The Illinois State Principals' Association, will meet this year at Lake Bluff, July 11, 12, and 13.

**DAKOTA.**—Mr. Arthur Betts, of Webster, D. T., with his other efforts to advance education on the frontier, is doing something to promote the cause of the decimal system of weights and measures. Mr. Betts is right; our present weights and measures are not what they should be, and he is to be commended for sowing the prairies of the Northwest with tiny handbills containing decimal tables of extension, surface, solidity, capacity, weight, square measure, cubic measure, etc.

**BROOKLYN.**—The Board of Education took up the appropriation of \$870,878 for the teachers salaries. Mr. Hinrichs called attention to the fact that Miss Morris, the principal of public school No. 39, received only \$1,800. It seemed to him that her salary should be raised to \$2,700. For new primary school buildings \$210,000 was appropriated. Dr. Doane said: "The opening of the bridge will bring a vast influx into the city. The benefit from the bridge will be negative unless this Board provides ample accommodation for the school children. The item of \$150,000 for new building for the Central Grammar School, was adopted by a vote of 16 to 7.

**BOSTON.**—The New England Association of School Superintendents, will hold its semi-annual meeting in Mason Street, Boston, May 25. 1. Arithmetic in Primary Schools, by Gilman C. Fisher, Weymouth, Mass.; John E. Kimball, Newton, Mass. 2. Arithmetic in Grammar Schools, by G. T. Fletcher, Auburn, Me.; E. L. Kirtland, Holyoke, Mass. 3. Arithmetic in High Schools, by O. B. Bruce, Lynn, Mass.; William E. Hatch, Milford, Mass. 4. Text-Books in Arithmetic, by H. F. Harrington, New Bedford, Mass.; Daniel Leach, Providence, R. I. "Recess or no Recess," by E. H. Davis, Woburn, Mass.; J. L. Brewster, Lawrence, Mass.

**PHILADELPHIA.**—A crusade against the cigarette has been started among the children of the public schools of Philadelphia. One of the principals has called the attention of the Board of Education to the subject, in which he says that, of the 50,000 pupils in the public schools of the city, a large proportion use tobacco in various forms; and that the habit has increased to an alarming extent since the cigarette was instituted. A short statement of the physical and mental disorders produced in children by the use of tobacco has been printed and posted on the inside of the cover of every text-book used in one school. The association of male principals has approved his letter to the board, and an energetic campaign on that line is the expected result.

**MASSACHUSETTS.**—The authorities of Harvard College are seriously considering the questions of running

the elective system not merely into the freshman year, but into the preparatory work. At present every candidate for admission to the freshman class must have at least a small acquaintance with Latin and Greek, though he may drop those languages at the end of the freshman year. The Board of Overseers have voted that a change is desirable in the requisitions for admission, and now the Committee on Government report in favor of applying the system of selection to the freshman and preparatory work.

**MISSOURI.**—A paper at Clarksburg, Mo., thus states the case: "One great need among the teachers of our state is a series of institutes held regularly during vacation. The teachers of every county should be organized into a teachers' association, for the purpose of improvement. They should hold at least one institute yearly, under charge of experienced teachers. At these institutes methods rather than facts should be taught. The great difficulty in the way of this plan is the apathy of a great number of teachers. The few who are willing and anxious to learn are kept away because of the expense. Competent instructors must be paid and the attendance is usually so small as to make the tax burdensome upon the members. This could be easily remedied by so arranging the law that the fee of one dollar and a half now paid by the teacher to the commissioner be applied to paying the expense of the institute."

**ILLINOIS.**—By invitation of the board of directors of the Public Library, Chicago, the Board of Education met at the library rooms recently to consider the question of a closer co-operation of the schools and library in educating the young. Mr. Harry Rubens introduced Mr. W. F. Poole, librarian, who spoke at length of the advantages of such co-operation. Mr. Wells, as an old superintendent of public schools and a member of the board of the Public Library, took a great interest in bringing the two closer together. Dr. Bridges, president of the Board of Education, said the average young man came to the library simply to get a book for amusement, and any plan to induce him to take out a book that would instruct would be a step of vast importance in popular education. Mr. Story suggested that the board do their duty in the matter by requesting teachers in the schools to direct and guide the pupils under their charge where and how to secure good reading.

**HON. B. G. NORTHPROP**, since his retirement from the State Superintendency of Connecticut, has been lecturing at the West on rural improvement. He began years ago the development of his plan to make the State worthy of her grand natural opportunities. He has blended the idea of rural improvement very intimately with educational ideas, and it seems justly to belong in that company. There is so much dependent upon rural development that he who convinces the public of its importance is laying the foundation of greatly increased culture, health and profit in every rural community. The educational effect of such employments and interests, the refining influence, the aesthetic improvement wrought, the enlargement of heart and mind which grow directly and indirectly out of work of this kind, done by united effort by the boys and girls of a town, under the stimulus of public approval, are not to be set down in words or expressed in figures.

#### FOREIGN.

**INDIA.**—In his inaugural on the occasion of his installation as Lord Rector of Glasgow University, John Bright said: "At the present moment the English language is spreading in India with great rapidity. I met two educated and accomplished native gentlemen from Southern India six or seven years ago, and they told me they thought that then there were as many people, natives in India, who could and did read Milton and Shakespeare as there are in this country. English literature, as a matter of course, will spread where the English language is spoken, and English science—I mean science such as it appears in English books—will there find students; and with regard to religion, if we do little or nothing to spread among the natives of India the religion which we hold to be true, of this we may be well assured, that the English language and English literature and English science must necessarily break down the ancient superstitions and religions of the Indian people. These views give interest to certain showings from the latest Indian reports on Education. The total number of schools in all classes of inspected schools in nine provinces and two native States were estimated at 2,190,197, of whom 206,532 were learning English.

His heart was as great as the world, but there was no room in it to hold the memory of a wrong. —EMERSON.

#### LETTERS.

(The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with directions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your ideas about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.)

Though not a teacher, I am a constant reader of your excellent paper, the SCHOOL JOURNAL. Seeing the kind, helpful words given to those asking for advice has encouraged me to seek advice from the same source. After reading the enclosed articles, do you advise me to continue to write, or work? I have always desired a thorough education. Judging by the enclosed sample of what I can do, would you advise me to seek a college education?

Beloit, Kan.

[Our advice in regard to your powers of composition is, exercise them as much as you can and develop them fully, remembering as you do so that the appearance of your writings in type is no criterion of their value: the chief pleasure for you should be in reading your production as finished in manuscript and not as published. If a college education is within your reach, do not hesitate to grasp it.—Ed.]

I find the following concise analysis of English speaking people in Dr. Latham's celebrated essay: "The English Language comes from Germany; Frisland being conjectured as its particular place of birth." This was the Anglo Saxon language. Britain has in the main been people from Germany, as America and Australia have from Britain. The Angles of Germany have lost their identity for they are mixed up with the Germans, etc. As to the ethnology of the United States of America, the main population is English; the Americans are Angles under another designation. They are a repeated mixture of Saxons and are therefore less truly English than the English themselves, though New England proximates nearer the standard than any part of the United States, save Virginia, Georgia, and a few other Southern States. We like the INSTITUTE, SCHOLAR'S COMPANION and SCHOOL JOURNAL, and shall take two of them for years to come. DEXTER F. COOMBS.

Fall River, Mass.

WHILE in Cincinnati, I had the pleasure of visiting Eden Park Memorial Grove in company with Supt. of Schools, J. B. Peaslee, its founder. The grove was dedicated and planted with appropriate memorial exercises by the teachers and pupils of the public schools. Mr. Peaslee has set on foot a work of which he may well be proud; it will be for a century. One can but be impressed with the nobility of sentiment which devised the planting of this beautiful grove. Its founder has received letters from authors in all parts of our country and all heartily approve of his plans and sympathize with his efforts. Mr. Peaslee is a man and a hard-working Superintendent; his work in the schools is but a part of the magnificent devotion he exhibits to benefit the rising generation. Let the teachers plant trees and shrubs around their school-houses and name them after our authors. J. M. K.

I have a large school that is not graded, and feel that I need all the assistance I can get, and that I need originality too. Your publication seems to be fitted for my purposes. I want the "Talks on Teaching," "School Management," and any other practical volume you think will be helpful. I must have help—I must keep fresh. K. L. O'C.

Illinois.

[This teacher sees her needs; she knows she must, like every fountain, draw in if she would pour out. For one who tries to meet the difficulties of the school-room rationally we have nine who will do nothing. We counsel that teacher to keep her freshness, and then to plan to have some aid in her large school. Why not get a cheap addition to the school-room?—Ed.]

I was a "mill hand" before I read your paper—that is, I put the scholars through as you would things in a machine. I now try to do better.

[This man encourages one to labor. Let all look at their school-room work. Are you "mill-hands"? Is your school a mill?—Ed.]

I feel the JOURNAL to be most profitable for the teacher. Since reading it I have been stirred up in the cause of education. I have started up a township meeting of the teachers, and was made the head for my pains. Now I wish you would give me some instructions in regard to the subjects that would most animate and stir



# New Books, May, 1883.

the community at large. Our meeting at present is weak, but I am looking forward, when not only the township, but the whole county and state will be equally stirred up to that point that there will be state associations that will be profitably carried on by the work of the earnest armor-bearers of the cause in the state of Iowa will be repaid.

P. P. S.  
Iowa.

I was very much pleased with the nicknames for the States in the paper. I made use of them in the school-room, asking questions about them, as, "Why was Colorado named the 'Centennial State?'" My answer was "because it was admitted into the Union in the Centennial year." Is this correct? Please give nicknames for all the important cities in your next number. We are frequently asked such questions in geography at the examinations. As I am no writer, I will leave the questions with you.

L. W. S.  
[Correct.—Ed.]

The only fault I have to find with your paper is that it causes me to wish I had a better principal. I get no life or help from him of any kind whatever. He comes in, looks on, walks away. If he would only teach us how to teach I would be glad.

F. L. T.  
Boston.

[It is sometimes the case that the principal feels that the assistant teachers do not want to learn. Propose a teacher's meeting.—Ed.]

Not long ago I visited the Normal School at Englewood, where Col. Parker presides. I was struck by the keen interest he showed in each pupil, and he seemed to know them all. No wonder their little brains develop rapidly and uniformly in such a genial atmosphere. We went into the class room to hear the young teachers' criticisms of themselves. Very apt and telling some of them proved to be. We concluded to appoint ourselves our own critics and watch the results.

E. ERWIN.

Your paper the SCHOLAR'S COMPANION is truly what its name indicates. After trying it six months, I find my school cannot get along without it. By having the advance class read in it instead of text-books, their improvement in reading is not only great, but they keep well posted in all the affairs of the day, besides gems of history. I call it my School Encyclopedia.

Mo. M. F. P.

Please tell me the best Normal School you know of. I want to spend a few weeks during the summer in some good school.

L. W.  
New Jersey.

[Normal Schools are usually closed during the summer. It is to be regretted that some plan has not been made for a State Normal Institute for six or eight weeks. By this we mean an Institute devoted to Education, and not to drill in arithmetic, etc. There are thousands of teachers who want to learn about Education. Who is ready to open such an Institute for the teachers of N. Y., N. J., and Pa. ?—Ed.]

I persuaded the teacher in our intermediate department to introduce the SCHOLAR'S COMPANION as a reading exercise. I cannot express to you the amount of pleasure, as well as profit, it has afforded teacher and pupils. No indifference now when the reading class is called. Parents and friends are delayed with questions, and our dictionaries are in constant use.

A. C. J.

Please find enclosed \$1.00 for the TEACHERS' INSTITUTE for one year. Would not miss one number for the whole subscription price.

J. W. R.  
Minn.

I have no knowledge of any paper that will compare with the SCHOOL JOURNAL in awaking thought and inciting to effort.

County Supt. W. O. GARRISON.  
Bridgeton, N. J.

What publication gives the Grube method in full? [There is no full translation; we send Prof. Soldan's for 30 cents.—Ed.]

CANADA.—On the occasion of the recent final examination at McMaster Hall, Toronto, was found that in requiring an average of 75 in order to pass, the faculty were exacting an average much higher than other schools and colleges, and that the tendency was to the discouragement and despair of industrious men, whose opportunities had been limited. The faculty therefore, reduced the average to 60.

## HORSFORD'S ACID PHOSPHATE IN SEA-SICKNESS.

S. S. Parker, Wellington, O., says: "While crossing Lake Erie, I gave it to some passengers who were seasick, and it gave immediate relief."

The publishers of the SCHOOL JOURNAL intend to give their readers each month a pretty clear idea of the books of the month. This list will be of value to the increasing number in all sections who want to keep posted on the new publications. Prices will be given and other information to guide buyers. Publishers will please send us information before the 20th of each month. Reviews will be found in their appropriate place, but brief, descriptive notices will be added to the titles.

### D. APPLETON & CO., NEW YORK.

**A Treatise on Insanity, in Its Medical Relations.** By William A. Hammond, M. D. \$3; in sheep, \$6.

In this work the author has not only considered the subject of insanity, but has prefixed that division of his work with a general view of the mind and the several categories of the mental faculties, and a full account of the various causes that exercise an influence over mental derangement, such as habit, age, sex, hereditary tendency, constitution, temperament, instinct, sleep, dreams, and many other factors.

**Man Before Metals.** By N. Joly, Prof. at the Science Faculty of Toulouse. \$1.75.

Its contents treat of the antiquity of the human race and primitive civilization.

**French Lyrics.** Selected and Annotated by George Saintsbury. \$1.25.

**Q. Horati Flacci Opera.** With an Etching from a Design by L. Alma-Tadema.

The above two volumes belong to the "Parchment Series."

**Medical Ethics and Etiquette.** Commentaries on the National Code of Ethics. By Austin Flint, M.D. 60 cents.

### CHARLES SCRIBNER'S SONS, NEW YORK.

**English Style in Public Discourse.** With Special Relation to the Usages of the Pulpit. By Prof. Austin Phelps, D.D. \$2.

By far the greater part of the volume relates to English style in its widest acceptance, and the entire work is the most systematic treatise upon the subject ever made by an American writer.

**The English Novel, and the Principle of its Development.** By Sidney Lanier. \$2.

Mr. Lanier inquires, What is that special relation of the novel to modern man by virtue of which it has become a paramount literary form? In answering the query he traces the growth of human personality from Aeschylus and Plato through the Renaissance, Shakespeare, Richardson and Fielding, down to George Eliot, in whom the numerous threads are gathered into one.

**Poems.** By William Cleaver Wilkinson. \$1.50.

The domestic affections, friendship, the relation of teacher and pupil, descriptions of nature, patriotism, narrative, and religious, form some of the classes under which these poems might appropriately be distributed.

**An American Four-in-Hand in Britain.** By Andrew Carnegie. \$2.

This book gives a lively account of the author's famous drive with a party of friends on a coach through England and Scotland.

**Old Creole Days.** By George W. Cable. Part I. Madame Delphine—Cafe des Exiles—Belles Demoiselles Plantation. Part II. "Posson Jones,"—Jeanah Poqueelin—Tite Poulette—Sieur George—Madame Delicieuse. 30 cents each part.

"Nothing in recent literature is more enchanting and romantic than his descriptions of Louisiana scenery; and his human figures are drawn in it with equal delicacy and tender refinement. The scenery is real, the people live and laugh, and work and play their little parts in the sunlight, but the genius of the author has cast over the land and people that tulle of all lights, the idealizing light of sentiment."—CHARLES DUDLEY WARNER, in the *Hartford Courant*.

**Letters and Memorials of Jane Welsh Carlyle.** \$1.50. Library Edition. \$4.

"The literary sensation of the season. . . . No such lively, entertaining letters have been published in this generation."—*Hartford Courant*.

### HOUGHTON, MIFFLIN & CO., BOSTON.

**Ten Great Religions.** By James Freeman Clarke, D.D. \$3.00.

A supplement to Dr. Clarke's previous work on the same subject. *Jocosecia.* By Robert Browning. \$1.

Contains the poems of Mr. Browning written since the appearance of "Dramatic Idylls."

**But Yet a Woman.** By Arthur S. Hardy. \$1.25.

The novel of the day beyond compare. Not only being read by everybody but, what is better, it deserves all the attention it is receiving.

### CASSELL & CO., NEW YORK.

**Modern Missions, Their Trials and Triumphs.** By Robert Young, with Introduction by Rev. James H. Wilson, D.D., Edinburgh. \$2.00.

This work has met with a very favorable reception on the other side of the water, having already passed through two editions. This first American edition is revised and enlarged and information is brought down to date.

**My Aids to the Divine Life.** By Rev. Dean Boyle. 40 cents.

The latest of the "Heart Chords" series by eminent divines. Like its fellow volumes, it is neatly bound in cloth, with red edges, and general excellence of finish. Dr. Boyle proves to be a decidedly welcome writer.

**My Object in Life.** By Canon Farrar. 40 cents.

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## MAGAZINES.

*Harper's Monthly* for June contains: "Faustus," a poem by S. S. Conant, with a drawing by E. A. Abbey; "Lambeth Palace," by Z. B. Gustafson, illustrated; "The Hundred Years' War," Part VII. of Col. T. W. Higginson's "American History Series"; "Indian Art in Metal and Wood," by J. L. Kipling; "The Home of Hiawatha," by Ernest Ingersoll; "The Romanoffs—I," by H. Sutherland Edwards; "Sunlight Mysteries," by W. C. Wyckoff; "Carlsbad Waters," by Titus Munson Coan; "M. D.: A Castle in Spain," a new serial novel; "Rus," a humorous sketch by Charles Reade; "The Mount of Sorrow," by Harriet Prescott Spofford; "An Aesthetic Idea," by a working girl; poems by Annie Fields, Miss A. A. Bassett, S. S. Conant, George E. Montgomery, and John B. Tabb.

*Dipnecott's Magazine* for June, now ready, contains: "The Vagaries of Western Architecture," by Frederic G. Mather. With a frontispiece and other illustrations; "The London Season," by Norman Pearson; "Poor Jack: His Sorrows and His Joys," by Franklin H. North; "A Night with Remenyi," by L. J. S.; "A Roman Pension," by Kate Hilliard; "Animals Extinct Within Human Memory," by C. F. Holder; "The American Sculptor Ezekiel," by Margaret J. Preston; also a continuation of Mary Agnes Preston's serial story, "The Jewel in the Lotos"; other short stories, poems, and articles of interest upon current topics.

The June *North American Review* has a most valuable store of timely discussion. The papers are seven in number, as follows: "American Manufacturing Interests," by Joseph Nimmo, Jr.; "Present Aspects of College Training," by D. C. Gilman; "Abuses of Citizenship," by Edward Self; "Herbert Spencer's Facts and Inferences," by Isaac L. Rice; "A Few Words About Public Singing," by Christine Nilsson; "Incidental Taxation," by W. M. Springer; "Moral Influence of the Drama," by Rev. Dr. J. M. Buckley, John Gilbert, A. M. Palmer, and William Winter.

The *Atlantic Monthly*, for June, contains among its best attractions, Richard Grant White's first installment of "Mr. Washington Adams in England," and Whittier's new poem, "How the Women went from Dover." These contributions are the cream of the number, though it is not reflecting, by any means, on the remainder of the contents to say so. The book "critiques" in the *Atlantic* are sadly weak of late, being out of all proportions to the rest of the magazine.

The *Industrial News*, published by the Inventor's Institute, of Cooper Union, New York city, makes its April number a memorial tribute to Peter Cooper. An excellent steel-plate portrait and a lengthy biographical article by Prof. J. C. Zachos, curator of Cooper Institute, constitute an appropriate acknowledgement by the great free institute of its gratitude to the late philanthropist.

The *Publishers' Circular*, London, says in a notice of "The Complete Poems of Thomas Bailey Aldrich," recently from the press of Houghton, Mifflin & Co., that, "strange to say, his poetry has been almost ignored in England." So much the worse for England, say we.

*Good Health* for May is more than an ordinary number. There are lengthy articles of rare merit, and a good variety of short, spicy editorial articles, treating on subjects of general and special interest. This magazine can be had for \$1.00 a year. Address, *Good Health*, Battle Creek, Michigan.

The *Musical Herald* for this month is one of the best numbers ever issued, containing, besides its extensive

supply of musical news and miscellany, four pieces of music of the highest merit. The magazine is sold at 15 cents a copy. Musical Herald Company, Boston, Mass.

## NOTES.

Swinnburne's new volume of poems, "A Century of Riddles," will be published by R. Worthington next month.

The Putnams have nearly ready the "Plutarch for Boys and Girls," edited by Principal White of the Berkeley School.

Messrs. John E. Potter & Co., Philadelphia, have in press "The Life and Adventures of Lewis Wetzel," the famous Indian scout.

An American edition of that extraordinary book, "Underground Russia," will be issued immediately by Messrs. Charles Scribner's Sons.

The July number of *Lippincott's* will contain a charming illustrated story by the author of "Phyllis," "Molly Bawn," etc., entitled "Moonshine and Marguerites," complete in that number.

Prof. Henry A. Beers, of Yale, has written a short college story, entitled "Split Zephyr," which is characterized as "An attenuated yarn spun by the fates." It will appear in the June *Century*.

The publishing house of Cassell, Petter, Galpin & Co., New York, London and Paris, has been reorganized into a limited joint stock company under the general style of Cassell & Company, Limited.

As soon as Oscar Wilde has finished his play "The Duchess of Padua," which he is writing for Mary Anderson, he promises to turn his aesthetic mind toward the writing of a book, "Souvenirs of America."

Mr. Ruskin is hard at work on the new edition of "Modern Painter," the second volume of which has just appeared. It contains not only a new preface and and critical notes, but also an "epilogue, with autobiographical account of the author's early art studies." A new edition of the "Seven Lamps of Architecture" is also forthcoming. The recent Oxford lecture on "Rossetti and Holman Hunt" is to be published immediately, and will be followed by others to be delivered next term, under the general title of "The Arts of England."

Several of the pictorial features of the June *Century* are of uncommon interest, like the frontispiece portrait Tennyson, after Woolner's bust, and the other full-page pictures in the profusely illustrated paper by Edmund W. Gosse on "Living English Sculptors"; also Severn's sketch of Keats in his last illness, accompanied by a sonnet by Miss Edith M. Thomas, and a portrait of the artist-friend Severn. Of descriptive interest, beside, are the sixteen or seventeen cuts which reinforce H. H.'s concluding paper in her history of the ruin of the Franciscan Missions in California, and the illustrations with George Cable's account of the commercial growth of New Orleans since 1814, under the title, "The Great South Gate."

John B. McMaster, whose "History of the People of the United States" is just now attracting much attention, was born at Brooklyn, L. I., June 29, 1853. His grandfather was Robert Bach, a prominent Brooklyn merchant in the days when that city numbered 16,000 souls. His father was James McMaster, a native of New York State, and, till the war opened, a banker and planter of New Orleans. Mr. McMaster's early years were spent in New York. Here he was educated in the public schools, and graduated from the College of the City of New York in 1872. For a year he taught English grammar in that institution as a Fellow, but in 1873 he set out to become a civil engineer, and spent some time in Virginia and Chicago. The plan of the first volume of the "History of the People of the United States" as it now exists, was drawn in 1871. As the book now stands, it has been twice written entirely from end to end, and some of the chapters from three to eight times, as the acquisition of new material seemed to require. In 1877 Mr. McMaster was appointed Inspector in Civil Engineering at Princeton College.

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(Formerly Supt. of Schools at Quincy, Mass., and now Principal of the Cook County Normal School, Normalville, (Chicago,) Ill.)

AT THE MARTHA'S VINEYARD SUMMER INSTITUTE, JULY 17, TO AUG. 19, 1882.

Reported by **LELIA E. PATRIDGE.**

This book in the first authoritative statement of the views of Col. Parker on teaching, and is destined to arouse profound attention. Col. Parker is so widely and favorably known and has made such a thorough study both in this country and abroad of the science of teaching, that these lectures will be read with interest all over the country. Below is the table of contents, which gives an excellent idea of what is in the book.

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A TENDER hearted manager of a theater saw a stranger hanging around the box office for an hour or two, who then asked for a pass to see the play that night. "Are you a newspaper man?" asked the manager. "No." "Correspondent of any musical publication?" "No." "Write paragraphs for a weekly dramatic paper?" "No." "In the profession?" "No." "Own a hall or opera house?" "No." "Railroad conductor, scene painter, costumer, bill-poster or advance agent?" "No," sighed the man. "Perhaps you are a clergyman?" "No." There was a long and embarrassing silence. The man had no cheek and no excuse, and yet felt like doing him the favor, and finally handed out a pass with the remark: "You'll perhaps run for the Legislature some day. and you might as well take it now."

WHEN an old backwoodsman was about to take his first ride on a Mississippi steamer, he was asked whether he would take a deck or cabin passage. "Well," he said, in a resigned sort of way, "I've lived all my life in a cabin, and I guess cabin passage will be good enough for a rough chap like me."

"I DON'T believe in this learning German, Spanish, French or any foreign language," said a Michigan man the other day. "Why, I lived among a lot of Germans, and got along with them just as well as if I knew their language; but I didn't—not a word of it." "How did you contrive it?" "Why, you see, they understood mine."

A BOSTON man went to a doctor, and told him: "Doctor, there is something the matter with my brain. After any severe mental exertion I have a headache. What is the remedy for it?" "The best remedy is to get yourself elected to the Legislature, where you will have no occasion to think." The patient replied if it wasn't for the sake of his children he would make the experiment. He didn't want them to go through life with a stigma attached to their names.

#### Our Reporter's Vacation Notes.

During his rambles this season, our Mr. M. has taken upon himself the task of satisfying our numerous readers that whatever goods are manufactured in our goodly city of Roger Williams, are of as high a grade, and as fine in quality as can be produced in any spot on the globe. Especially is this so when the skilled Pharmacist of many years' experience resolves to extract from the finest botanical specimens of the vegetable world the most potent cure for some special disease. In proof of his assertion that Providence, R.I., affords the best, he relates an interview with an acquaintance, given him while sojourning temporarily at her residence. She says, "About a year I suffered severely from Rheumatism in my limbs, and Neuralgia in the head, which I endured two or three months with as much patience as possible, being under the treatment of an excellent doctor, and trying many kinds of medicine without any marked effect. At last a medical friend advised me to try Hunt's Remedy, because he attributed my severe suffering to the bad condition of my kidneys, which were not performing their proper functions, and I commenced taking it, and in a few days the neuralgia had departed, my headache had entirely disappeared, the swelling in my limbs and joints had gone, and I have not had a touch of it since. More recently I was troubled with impurity of the blood, which showed itself in severe eruptions on my face. I again resorted to Hunt's Remedy, and after taking it a short time was completely cured of that complaint. Hunt's Remedy has proved very beneficial to me in attacks of sick headache, which it always alleviates, and I notice the improvement as soon as I take the Remedy. This Remedy has strengthening elements, for it has made me feel much stronger and has been very beneficial to my general health. I most heartily recommend it to all sufferers like myself. MRS. L. G. TANNER, No. 126 Pearl Street."

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A neat advertisement is displayed on the first page of this issue of the Messrs. D. Appleton & Co., in which they announce their series of Readers and Geographies. A glance at the authors' names will satisfy any one that the books must be exceptionally good. The demand for the Readers has been unprecedented thus far, and proves that teachers can appreciate good books.

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On the last page of the JOURNAL will be found the announcement of Wm. Wood & Co., calling attention to the New Edition of Brown's English Grammars, which have lately been thoroughly revised by Henry Kiddle, late Supt. of Schools in New York City. It seems to us unnecessary to add anything in praise of these grammars; they are as well known to teachers and school officers as Webster's or Worcester's Dictionary and may not be excelled by any other grammar published. Those wishing a copy for examination will receive one at introductory price, on remitting amount to the publishers.

Our readers' attention is called to the announcement of Sower, Potts & Co., of Philadelphia. This firm publishes the Normal Educational Series; among which are Dr. Brooks' Normal Mathematical Course, Montgomery's Normal Union System of Industrial Drawing, Lyte's Bookkeeping and Blanks, and many other valuable books which have stood the test for years; many of these books have run through several editions and are used in the best schools in the country.

A list of some of the text-books advertised by Van Antwerp, Bragg & Co., of Cincinnati, will be found on the last page of this paper. The books of this firm are so well known that they need no special commendation on our part. The firm is ably represented in this city by the Messrs. Wm. M. Baker and Arthur Cooper, both gentlemen widely and favorably known among school officers and book-buyers. The firm's business cannot fail to increase largely in this section under the present management.

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Alas! for those who never sing,  
But die with all their music in them."

"Yes, that's beautiful, pathetic, and true," said your representative. "The poet alludes to people who are somehow suppressed, and never get their full allowance of joy and air. Which reminds me of a letter shown me the other day by HIXOX & Co., of New York, signed by Mr. E. G. Williams, of Chapman, Snyder Co., Pa., a prominent business man of that place. He writes:

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